Position Description

POSITION DETAILS:

TITLE: Nurse Educator, Adult Community Mental Health Service, Stepped Care.

REPORTS TO: Service Clinical Director, Adult CMHS

PROFESSIONALLY REPORTS: Nurse Director, Mental Health & Addiction Directorate

LOCATION: Adult Community Mental Health Services

AUTHORISED BY: Nurse Director, Mental Health & Addiction Directorate

DATE: May 2016

PRIMARY FUNCTION:
- The Nurse Educator is responsible for promoting, facilitating and providing clinical education to maximize health care delivery, enhance service user outcomes, and promote clinical excellence and evidence professional nursing practice in mental health.
- This is a senior nurse position, with specific accountability for provision of clinical education, coaching and mentoring to the Community Mental Health Service multi-disciplinary teams in order to implement the Stepped Care Framework.
- As a senior nurse, this role has a responsibility for improving the skills, knowledge and quality of mental health clinical staff from a range of disciplines, and safeguarding high standards of care in ADHB by supporting an environment in which excellence in clinical care can flourish.

SERVICE DESCRIPTION:
- These teams provide a range of mental health assessment, treatment and support services to adult residents in the ADHB area (Auckland City).
- These specialist interventions include assessment for individuals with an existing or suspected mental illness, with associated risk and/or impairment. These services are recovery orientated, multi-disciplinary in approach and offer a broad range of evidence-based support options and/or interventions. Services are provided in secondary and primary care settings.

KEY ACCOUNTABILITIES

<table>
<thead>
<tr>
<th>Key Result Area</th>
<th>Expected Outcomes/Performance Indicators</th>
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<tbody>
<tr>
<td>Clinical keyworkers in the CMHS are inducted and orientated to the Step 1 expectations of all key workers.</td>
<td>- Induction and orientation Stepped Care is included in staff orientation and completed within the agreed period of time</td>
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<tr>
<td>Facilitate the delivery of training modules related to key worker skills required in the Stepped Care Framework</td>
<td>- Lead the development and implementation of training modules as determined by the Stepped Care steering group.</td>
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<td>- Provision of some training to key workers from a range of disciplines.</td>
<td>- Maintain a data base of staff attendance at Stepped Care training modules.</td>
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<tr>
<td>- Promote the importance of individual professional responsibility for mandatory and essential training</td>
<td>- A coordinated professional and workforce development plan specific to the Stepped Care Framework is developed in conjunction with the Stepped Care Steering Group and implemented.</td>
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<tr>
<td>Work in partnership with other clinical leadership roles to</td>
<td>- Evidence or safe clinical practices, initiatives and interventions occur in relation to the expectations of the</td>
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| Ensure clinical staff know and demonstrate safe patient practice | Stepped Care Framework.  
- Provision of coaching and mentoring for members of the multi-disciplinary teams. |
| --- | --- |
| Participation in the Stepped Care Steering Group | Active participation in the rollout of the Stepped Care Framework across the CMHS.  
- Effective collaboration and partnership with clinical leaders and managers across the CMHS to achieve the Steering Group goals. |
| Growing the future mental health workforce | Work alongside preceptors to engage students in understanding the Stepped Care Service Framework.  
- Feedback from students is enhanced and mental health sector interest increased  
- All nurses are active and engaged preceptors |
| New Entry Speciality Practice (NESP) opportunities are promoted and support for NESP nurses facilitated | Participate in supporting MESP nurses, in conjunction with Nurse Educator Colleagues. |
| The Nurse Educator role also contributes within the model of care to deliver nursing care and to role model senior nurse capability | Roles models at times of need being included in the nursing model to ensure a safe unit with senior nursing leadership |
| Support the Clinical Team Leaders and Clinical Coordinators with leadership succession planning | Contributes to the units workforce development plan for growing nursing and other clinical leaders  
- The professional development, professional development, mentoring and coaching initiatives are identified and included in service plans |
| Leads a portfolio/nursing priority as allocated by the Nurse Director | Successfully leads, coordinates and implements the nursing priority |

**MATTERS WHICH MUST BE REFERRED TO (NURSE DIRECTOR)**
- All nursing professional practice matters

**Authorities:**

<table>
<thead>
<tr>
<th>FTE</th>
<th>Direct Reports: nil</th>
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**Budget Accountability (if applicable):**

| $ nil |

**Relationships**

<table>
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<tr>
<th>External</th>
<th>Internal</th>
<th>Committees/Groups</th>
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</table>
| - Other DHB’s  
- Non-Government Organisations  
- Primary health care providers  
- The Mental Health and Addiction Workforce Development Centres  
- University of Auckland  
- Other tertiary education providers  
- NZ Nursing Council | - Mental Health & Addiction Directorate Clinical Governance  
- Nursing & midwifery workforce ADHB  
- Nursing & Midwifery Leadership ADHB  
- Professional Development Advisor  
- Centre for Evidenced-based Nursing Aotearoa (CEBNA)  
- ACH Clinical Nurse Advisors and Duty Managers | - Quality Groups  
- Nurse Educators groups-ADHB and Mental Health & Addiction Directorate  
- Clinical management teams  
- Other nursing groups as required  
- Specific projects and committees that impact directly on nursing  
- Specialty practice |
<table>
<thead>
<tr>
<th>Professional bodies &amp; associations - Te Ao Maramatanga, NZ</th>
<th>Clinical Leader(s) &amp; Directors</th>
<th>forums</th>
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<tbody>
<tr>
<td>Health and social support agencies</td>
<td>Senior management</td>
<td></td>
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<td>Consumer advocates &amp; agencies</td>
<td>Allied Health Professionals</td>
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<td>Kai Atawhai / cultural support staff</td>
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### Person Specification

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<tr>
<th>Education/Qualifications</th>
<th>Essential</th>
<th>Desired</th>
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<tbody>
<tr>
<td>Professional</td>
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<td></td>
<td>- New Zealand nursing registration</td>
<td>- Masters degree or a commitment</td>
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<td></td>
<td>- Current Annual Practising Certificate</td>
<td>- Research skills including data analysis and critical appraisal skills and clinical audit.</td>
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<td>- Postgraduate certificate / diploma</td>
<td>- Experience in multi-disciplinary clinical teaching.</td>
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<td>- Minimum of 5 years clinical practice.</td>
<td>- Strategic planning and policy development skills.</td>
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<td>- Minimum Level 4 practice.</td>
<td>- Understanding of government health policy.</td>
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<td>- Effective leadership experience.</td>
<td>- Project management experience</td>
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<td>- Sound knowledge of change management methodology.</td>
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<td>- Proven ability to facilitate and manage change at a local level.</td>
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<td>- Good understanding of how the Ministry of Health’s 2008, let’s get real workforce development framework will be successfully implemented.</td>
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<td>- Clinical teaching/academic experience and programme development ability.</td>
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<td>- Practice assessment, performance appraisal and feedback skills.</td>
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<td>- Knowledge and application of quality improvement processes and principles.</td>
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<td>- Knowledge and understanding of the Treaty of Waitangi and implications in nursing practice.</td>
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<td>- Advanced mental health knowledge and practice expertise.</td>
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<td>- Knowledge and understanding of nursing professional development issues.</td>
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<td>- Understanding of current and future challenges</td>
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### Personal Characteristics
- Can flexibility respond and adapt to a range of competing priorities
- Well-developed ability to critically inquire and self-reflection
- Proven ability to work autonomously and within different teams
- Management of time and organisation skills are well demonstrated

### COMPETENCY

#### Domain One: Professional responsibilities
Includes accountabilities for professional, legal, ethical and culturally safe practice. This includes being able to demonstrate judgement and accountability for own actions and decisions.

**Demonstrates clinical and professional leadership:**
- Applies critical reasoning and professional judgement to nursing practice issues / decisions.
- Fosters the provision of positive service user outcomes and person-centred/family-centred care.
- Contributes to the development of integrated service delivery across the continuum of care.
- Identifies situations of clinical and organisational risk and take appropriate actions to ensure a safe environment for service users, families / whanau and staff.
- Leads professional conduct by example.
- Undertakes or leads specific service or organisational portfolio responsibilities as required.
- Contributes to the development of integrated service delivery across the continuum of care.
- Identifies situations of clinical and organisational risk and take appropriate actions to ensure a safe environment for service users, families / whanau and staff.
- Leads professional conduct by example.
- Undertakes or leads specific service or organisational portfolio responsibilities as required.
- Fosters the implementation of organisational and nursing goals and values.
- Promotes ADHB as a centre of excellence for nursing practice.

**Professional development and competency**
- Maintains and develops own clinical expertise and knowledge in specialty nursing practice.
- Participates in professional supervision as required.
- Maintains professional portfolio and annual practice registration
- Pro-actively participates in own performance development and review.
- Attends educational opportunities/conferences relevant to Nurse Educator role and scope of practice.
- Practices in accordance with legal, ethical, culturally safe and professional standards.

#### Domain Two : Management of nursing care
Includes accountability related to the patient/ client assessment and management of nursing care that is supported by nursing knowledge and evidenced based research.

**Patient care management / care coordination**
- Maintain the ability to provide direct care and use advanced nursing knowledge and skills to assess, plan, implement and evaluate service users / family / whanau health needs.
- Identifies barriers and solutions to access for service user, family or whanau.
- Accurately documents assessments of service user’s health status, diagnosis and decisions made regarding interventions and referrals or follow-up.
- Participates in case review and debriefing activities as required.
Domain Three: Interpersonal relationships
Includes accountability for interpersonal and therapeutic communication with clients/patients and members of the health care team.

- Promotes effective teamwork and collaborative relationships within the multi-disciplinary team and across health care settings to achieve best health outcomes.

**Education and clinical teaching**

- Demonstrates skilled mentoring / coaching, teaching and supervision of nursing staff and other health professionals.
- Acts as a nursing resource providing expert advice and education to nursing staff and other health care professionals / family / whanau within scope of speciality practice.
- Identifies and supports staff education and professional development based on knowledge of service needs and aligned with ADHB strategic direction.
- Plans and develops education and training programmes and opportunities responsive to current and future learning needs across the Healthcare Service Group (HSG) and ADHB for area of speciality nursing practice.
- Supports the development of nursing staff in all areas of nursing assessment, clinical examination and planning, implementing, delegating and evaluating care.
- Utilises best practice principles of teaching and learning to ensure integration and effectiveness of learning in clinical practice.
- Contributes to performance appraisal, portfolio assessment, competency development and advancement through levels of practice/Professional Development Plan.
- Ensures new employees are orientated and supported during their introduction to ADHB.
- Contributes to undergraduate and postgraduate nursing education and programme development and evaluation as able.
- Models expert nursing skills within the clinical practice area.
- Works collaboratively with Nurse Educators (within ADHB and other DHB’s/health care providers) to plan and deliver staff education and professional development programmes.

Domain Four: Inter-professional health care and quality improvement
Includes accountability for evaluating the effectiveness of care and promotion of a nursing perspective within the health care team.

**Continuous quality improvement**

- Evaluates the effectiveness, efficiency and safety of clinical practice.
- Contributes to projects and research that enhance the clinical implementation of evidence-based practice.
- Demonstrates commitment to quality improvements, risk management and resource utilisation.
- Reviews and develops clinical standards / protocols and policies and facilitates clinical audits processes.
- Works in collaboration with other relevant nursing leaders to define and implement the strategies that support quality improvement.
- Assists in the implementation of nursing practice and models of care appropriate to service user population needs.
- Assists in the implementation and management of initiatives to address differential access to healthcare services for Maori and high needs populations.
- Participates in the development of strategic and operational service plans.

**Evidence based practice**

- Fosters inquiry, critical thinking and research skill acquisition among the nursing workforce to advance nursing practice and service user care.
- Works to ensure that recommended best practice guidelines / policies are research based and relevant across the organisation.
- Contributes to and participates in ADHB and national policy development.
## Working for ADHB – Expectations of Employees

### Citizenship
All employees are expected to contribute to the innovation and improvement of Auckland District Health Board as an organisation. This means:

- Using resources responsibly
- Models ADHB values in all interactions
- Maintaining standards of ethical behaviour and practice
- Meeting ADHB’s performance standards
- Participating in organisation development and performance improvement initiatives
- Helping to develop and maintain Māori capability in ADHB, including developing our understanding of the Treaty of Waitangi and ways in which it applies in our work
- Raising and addressing issues of concern promptly

### The Employer and Employee Relationship
We have a shared responsibility for maintaining good employer/employee relationships. This means:

- Acting to ensure a safe and healthy working environment at all times
- Focusing our best efforts on achieving ADHB’s objectives

A performance agreement will be reached between the employee and their direct manager and/or professional leader containing specific expectations.

### Consumer/Customer/Stakeholder Commitment
All employees are responsible for striving to continuously improve service quality and performance. This means:

- Taking the initiative to meet the needs of the consumer/customer/stakeholder
- Addressing our obligations under the Treaty of Waitangi
- Involving the consumer/customer/stakeholder in defining expectations around the nature of the services to be delivered and the timeframe
- Keeping the consumer/stakeholder informed of progress
- Following through on actions and queries
- Following up with the consumer/customer/stakeholder on their satisfaction with the services

### Professional Development
As the business of ADHB develops, the responsibilities and functions of positions may change. All staff are expected to contribute and adapt to change by:

- Undertaking professional development
- Applying skills to a number of long and short term projects across different parts of the organisation
- Undertaking such development opportunities as ADHB may reasonably require